

**Bayh College of Education
Strategic Planning Process
Executive Summary
2010**

During the 2010 Spring Semester, the Bayh College of Education engaged in a strategic planning process that aligns with the institution's strategic plan: *The Pathway to Success*. More information regarding the institutional plan is available by going to: www.indstate.edu/strategic_plan. The college's strategic plan will enable its mission and assist in achieving the vision. Further, the strategic plan will allow the college to take a big-picture view of itself over the next five years and be well positioned for distinctiveness in a change-oriented environment. The proceeding information details the strategic planning goal, timeline, process, and overall outcomes.

Goal:

To create a strategic plan for the Bayh College of Education that directly supports the strategic plan of the University.

Process:

The leadership team began discussing the strategic plan of the Bayh College of Education on February 4, 2010. The process was as follows:

1. The Administrative Council reviewed the Mission, Vision, Values, and Conceptual Framework of the College and recommend edit considerations. The Professional Development Schools Steering Committee served as an external governing body to review and audit the edit suggestions.
2. Each focus area was assigned a facilitator:
 - a. Increase Enrollment and Student Success – *Becky Libler*
 - b. Advance Experiential Learning – *Rebecca Hinshaw*
 - c. Enhance Community Engagement- *Nancy Rogers*
 - d. Strengthen and leverage Programs of Strength and Promise – *Beth Whitaker*
 - e. Diversify Revenue: Philanthropy, Contracts and Grants – *Leah Nellis*
 - f. Recruit and Retain Great Faculty and Staff – *Hema Ganapathy-Coleman*
3. A survey was sent to all faculty and staff collecting information regarding each focus area. The information was collected using Qualtrics and completed on or around February 26, 2010 (see proceeding questions).
4. Each facilitator arranged for a two-hour meeting of the faculty and staff to discuss and collect ideas for next-step actions within that area. These meetings were completed by March 31, 2010. It was decided among the Facilitators that three co-facilitated meetings were appropriate for discussion/dialogue.
5. Each department/area was responsible for having at least one representative at each focus meeting. It was further decided by the Administrative Council that a representative from the Diversity Task Force be present at each of the three focus meetings to ensure alignment of the Diversity Plan with the Strategic Plan.
6. Feedback was solicited from the faculty and staff on multiple occasions.
7. The leadership team then completed the following:
 - a. Next-step actions were established for each focus area.

- b. Measurable outcomes were established for each next-step action.
- c. Goal dates were set for each measurable outcome.
- d. A draft document was created and reviewed by the leadership team.
- 8. A final draft document was distributed to the faculty and staff for their comments.
- 9. A final document was distributed.

Format:

The strategic plan followed the template that is provided by the President's office.

Bayh College of Education's Revised Constancy of Purpose Statement:

Mission

To prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world.

Vision

Our College is a rewarding learning community for students, faculty and staff. We embrace new knowledge and model the best pedagogical practices. Our facilities enhance our work. A cooperative, supportive culture exists among the faculty and staff within the College and across campus. Faculty and staff members are chosen carefully and mentored well. We employ continuous improvement tools and philosophies on a daily basis, using data to make decisions and improve our instruction and processes in a timely manner. Student success demonstrates the genuine support they are getting from faculty and staff.

The sphere of influence of our learning community is expanding. Our administrators, teachers, and human service professionals are recognized for their educational contributions, including outreach services to those whom they serve. Our students, faculty and staff work collaboratively with schools and agencies to create rich, supportive, and healthy teaching and learning environments. Support for the mission is clear—the state wishes to increase its investment in what we do, alumni tell us how much they value their education, stakeholders and agencies seek our faculty for their expertise, granting agents seek us out, employers seek our graduates, increasing numbers of capable students desire an education with us, and we receive persistent recognition for our achievements.

With stable and consistent leadership, our objectives are clear and our work flexible and agile as we organize ways to be most effective, requesting and receiving the resources needed. We are dedicated to fostering a spirit of inquiry, and supporting a commitment to excellence for ourselves and our students. As one coherent organization, our collegial team recognizes and achieves the full potential of working together as we take pride in our work and feel fulfilled.

Values

Student Success - We bring to bear scholarship, professionalism, respect, and high expectations for all students.

Social Justice and Diversity - We work to create environments that support and enable all members of our community to thrive.

Honesty - We have integrity and are trustworthy, ethical, and fair.

Collegiality - We enjoy being a collaborative team in a positive environment that communicates well and works together for the greater good of all.

Caring for Others - We are compassionate and supportive of others.

Responsibility - We are dedicated, dependable, and hard working.

Openness to Change - We prize creativity and support continual improvement.

Conceptual Framework: Becoming A Complete Professional

The essential work of an educator is comprised of these three broad areas:

- Educator as Expert or Mediator of Learning: The professional skill and knowledge required to help individuals reach their learning potential.
- Educator as Person: The traits and dispositions that make a successful educator justifiably respected and emulated by students.
- Educator as Member of Community: The necessity of contributing to the various communities of which educators, as professionals, are members.

Bayh College of Education Prioritized Goal Statements and Measurable Objectives

College Goal 1.1: Increase visibility/promotion of BCOE degrees and programs to reach new and diverse potential student populations.

Measurable Objective 1.1.1: Working with the Office of Admissions, the College of Graduate and Professional Studies, and communications/marketing support, develop and execute one undergraduate and one graduate multi-step Talisma promotional campaign designed to recruit specifically for BCOE programs. Included in the campaign will be targeted e-mails. Target date: May 15, 2011.

College Goal 1.2: Increase Early Outreach efforts

Measurable Objective 1.2.1: Expand faculty and student outreach to middle and high schools in the region (e.g., mentoring programs, after school programs, faculty representation at career fairs and statewide conferences, etc.). Target date: Begin September 1, 2010.

Measurable objective 1.2.2: Investigate sponsorship of Future Educators Association chapters/programs in targeted communities. Contact target date: September 1, 2011.

College Goal 1.3: Assist all students in meeting educational goals.

Measurable objective 1.3.1: Establish peer mentoring programs for undergraduate and graduate students. Target date: August 2011

Measurable objective 1.3.2: Improve and expand formats for course and program delivery (e.g., distance learning, hybrid courses, evenings, 2- or 4-week intensives, workshops, etc.). Increase the number of courses delivered in alternate formats. Target date: July 1, 2011.

College Goal 2.1: Enhance experiential learning opportunities through partnerships and projects across the BCOE and its departments.

Measureable Objective 2.1.1: Monitor the amount of clinical and field experiences among undergraduate and graduate programs (i.e., 247,577 hours). Target date: July 1, 2011.

Measureable Objective 2.1.2: Identify the distinctiveness of the BCOE's experiential learning activities. Target date: July 1, 2011.

College Goal 3.1: Prioritize community engagement activities.

Measurable Objective 3.1.1: The BCOE will determine the top 1-3 priorities for community engagement activities. These priorities should encompass activities or programs across the BCOE that have a verifiable and deep impact on the communities that are served. Target date: July 1, 2011.

Measurable Objective 3.1.2: The BCOE will inventory current activities and identify how they are interrelated and could be communicated in a more cohesive/connected manner. This information will be shared in internal and external communications. Target date: July 1, 2011.

College Goal 4.1: The BCOE's Programs of Distinction and Promise (i.e., Teacher Education Programs – TEP; Blumberg Center; Student Affairs and Higher Education) will evaluate program effectiveness.

Measureable Objective 4.1.1: The BCOE's recognized programs will report on a summary of events since their designation, evaluate program effectiveness against the criteria established in the applications, and consider next steps. Target date: December 21, 2010.

College Goal 5.1: Advance BCOE programs/projects through sponsored program support (i.e., grants, contracts, other activities) to enhance the teaching, research, and service mission of the college.

Measureable Objective 5.1.1: Form two topic-focused working groups (on key areas of external need) to conceptualize and plan projects with funding potential. Target date: December 21, 2010.

Measureable Objective 5.1.2: Receive \$3 million in sponsored program support during the period July 1, 2010 – June 30, 2011.

College Goal 6.1: Enhance the culture of the BCOE and highlight the College's positive attributes.

Measurable Objective 6.1.1: Beginning fall 2011, increase the frequency of faculty and staff get-togethers including discussion forums, faculty presentations, and/or informal meet-and-greet events at the college level to at least 3 per semester.

College Goal 6.2: Create and formalize mechanisms for the recognition and mentoring of faculty.

Measurable Objective 6.2.1: Allocate and organize physical and virtual spaces in high traffic areas within the BCOE to display awards, publications, plaques, and other

material earned by faculty and staff in recognition of their teaching, research, and service to the college or university. Target date: May 15, 2011.

Measurable Objective 6.2.2: BCOE governance will formalize mentoring plans for junior faculty. The written plan might address the following representative components/areas: faculty academic planning including annual achievement planning, identifying mentors or a community of mentors, developing or identifying materials and training for mentors, recognizing mentors, and evaluating their mentoring programs. Target date: May 15, 2011.

College Goal 7.1: To position the BCOE as a distinctive provider of education programming, develop a strategic marketing and communications plan.

Measurable Objective 7.1.1: Identify a strategic expert and begin next-step planning. Target date: June 30, 2010.

Measurable Objective 7.1.2: Operationalize a strategic communications and marketing plan with specific outcomes and deliverables. Target date: July 30, 2010.

College Goal 8.1: The BCOE will engage in discussions of a 10-year academic plan.

Measurable Objective 8.1.1: Academic departments will develop 10-year academic plans. Target date: December 21, 2010.

Measurable Objective 8.1.2: An academic planning consultation team including internal and external stakeholders of the BCOE will review and integrate departmental plans for a College-wide academic plan. Target date: May 15, 2011.